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ABSTRACT

This learning activity package (LAP) titled Diagnostic Assessment of Disadvantaged Vocational Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

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DIAGNOSTIC ASSESSMENT OF DISADVANTAGED VOCATIONAL LEARNERS

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PREFACE

This booklet is one of a series designed to assist vocational educators with disadvantaged learners. The series was designed to develop competencies needed by vocational teachers working with disadvantaged students.

Each booklet is a learning activity package (LAP) that concentrates on one general vocational teacher competency. An introduction, a teacher competency sheet, an information section, worksheets and evaluation devices are included. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. With certain LAPs, extended activities have been included to permit interested teachers to go beyond the minimum competency level.

The LAPs in the series are as follows:

1. Characteristics of Disadvantaged Learners
2. Disadvantaged Learner Referral Process
3. Diagnostic Assessment of Disadvantaged Vocational Learners
4. Disadvantaged Learner Analysis Profile
5. Occupational Cluster Analysis for Disadvantaged Vocational Learners
6. School and Community Resources for Disadvantaged Learners
* 7. Instructional Materials for Disadvantaged Learners
* 8. Learning Activities for Disadvantaged Learners
* 9. Disadvantaged Learner Vocational Plan
* 10. Classroom Management for Disadvantaged Learners
* 11. Disadvantaged Vocational Learner Progress Evaluation
* 12. Competency-Based Vocational Teacher Education on Disadvantaged Learners: User's Manual

* Booklets 7-12 are under development and are projected to be ready for dissemination in October 1980.

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Perry R. Gemmill
Project Director

INTRODUCTION

Once a suspected disadvantaged student is identified, the student is assessed to determine needed instruction and support services. The vocational teacher, along with specialized assessment team members, should be involved in this process.

Both standardized tests and teacher constructed tests are used to measure student characteristics. These tests are used to measure the extent of student knowledge, skill and attitude in basic and vocational education.

The purpose of this learning activity package (LAP) is to: (a) describe the types, assumptions, benefits and cautions of diagnostic tests, (b) describe the role of the vocational teacher in administering vocational tests and (c) assist the collection of diagnostic information about the disadvantaged learner.

A suggested procedure for using the LAP is to review the entire Teacher Competency Sheet. If you then feel that you need additional information about diagnostic assessment tools and techniques, perform the learning activities starting with the information section. However, if you think that you can achieve the performance objective, complete the Test Your Knowledge and evaluate your responses.

Three extended activities have been provided. These experiences will enable you to collect and record additional information about disadvantaged learners.

TEACHER COMPETENCY SHEET

UNIT 1.00:

Assessing the Disadvantaged Vocational Learner

COMPETENCY 1.03:

Identify diagnostic assessment tools and techniques.

PERFORMANCE OBJECTIVE:

Given information on diagnostic assessment tools and techniques, identify and describe diagnostic tests. A test will be used to rate your performance. A score of at least 80% must be attained.

LEARNING ACTIVITIES:

1. Read Information Section III, "Diagnostic Assessment Tools and Techniques."

2. (Optional) Examine references listed in the reference section of the User's Manual having specific information on diagnostic assessment tools and techniques.

3. (Optional) Examine various standardized vocational tests listed in Table 1.

4. (Optional) Visit a vocational evaluation center and discuss with the coordinator methods of assessing disadvantaged vocational learners.

5. Test Your Knowledge by completing the section on diagnostic assessment tools and techniques.

EXTENDED ACTIVITIES:

1. Read Extended Information Section I, "Informal Collection of Disadvantaged Learner Information."

2. Develop a complete case history for a disadvantaged vocational learner, using Worksheet VII, "Case History Record."

3. Rate Your Performance on the "Case History Record Checklist."

VOCABULARY:

Assessment: Evaluation using diagnostic tools and techniques to gather pertinent information on the informational, manipulative and/or attitudinal potential or performance of a student.

Criterion-reference: Test constructed to yield measurements that are directly interpretable in terms of specified performance standards.

Diagnostic testing: Collection, analysis and interpretation of information for the purpose of pinpointing student strengths and weaknesses.

Informal information collection: Techniques including teacher observation, interview, questionnaire and documentary analysis that are used to gather descriptive and existing information about the vocational learner.

Norm-reference: Test in which the student's score is compared to the performance of other students taking the test.

Reliability: The degree to which the student score on a single administration of a test is typical of the scores that would be obtained if the test was taken by the same student several times.

Screening: A process of assigning students to programs based upon specific criteria for acceptance and rejection.

Standardized tests: Criterion-referenced and norm-referenced tests that have a rigidly defined set of procedures for administering, scoring and interpreting the tests.

Test Battery: A collection of tests selected to measure specific knowledge, skills and characteristics of students.

Validity: The degree to which the test measures what the test is supposed to measure while remaining unaffected by other influences.

Information Section III

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

Diagnostic tests are administered to vocational students to determine areas of strengths and weaknesses. These tests are used to assess the students' basic educational skills, personal characteristics and vocational competence.

Information about basic skills in reading, writing and arithmetic computation is valuable in planning lessons and selecting instructional materials that are in accordance with the academic level of the students. In addition, specific educational deficiencies can be pinpointed for referral to resource personnel.

Personal characteristics of the vocational student include social habits, occupational interests, aptitudes, work adjustment traits, learning styles and learning preferences. Assessment of these characteristics assist in deciding the vocational area of exploration and/or specialization. In addition, the method of instruction can be designed to meet the individual's learning needs.

The vocational competence of a student is assessed to indicate the degree of success in meeting general and specific vocational objectives. General objectives might include measuring, mixing, analyzing, cooperating and interviewing; whereas, examples of specific objectives are identifying specific tools by name, assembling a given tool and following an established safety procedure.

Tests used to gather diagnostic information may be commercially produced or teacher developed. These tests may be classified in accordance with the standard(s) to which the student performance is compared. When student performance is compared to a single standard (criterion), the test is called a criterion-referenced test. In contrast, when a student's score is compared to the scores of a large number of other students, the testing is called norm-referenced. Most commercially produced tests tend to be norm-referenced; whereas, instructor developed tests tend to be criterion-referenced.

Criterion-Referenced Tests

A criterion-referenced test may use a specific level of task performance to which current performance is compared. This standard in vocational education is commonly based on a work standard for entry level occupations.

If a skill is so important that complete mastery is essential, partial learning would not be enough. Only perfect performance would be acceptable. In that case 100% performance would be the criterion. Many vocational instructors apply a 100% criterion to the mastery of safety procedures. After all, 80% mastery might mean the loss of two fingers!

The use of criterion related tests makes these assumptions:

1. The level of performance selected as the criterion is the most appropriate level. Many instructors set unrealistically high standards, thus dooming students to failure.

2. The test accurately measures the content for which the test was designed, (i.e., validity).

3. The way the students perform on the test is typical of performance on the test at other times (i.e., reliability).

Typical criterion-referenced testing tools are as follows:

1. Checklist/Rating Scale. These tools directly involve the vocational teacher in systematically observing the learner's performance and/or attitude.

With an observation checklist and/or rating scale, the vocational teacher checks and/or rates specified criteria (i.e., traits, behaviors or performances). The checklist is useful in assessing the procedure in which a student performs a vocational task, while the rating scale assists in evaluating the quality of resulting products or services.

2. Paper and pencil tests. These tests are usually constructed by the vocational teacher to evaluate the learner's vocational knowledge. The tests are constructed to assess the student's knowledge in relationship to occupationally (i.e., performance) based criteria. In other words, the standards expected by business, industry or labor are the scoring criteria.

Paper and pencil tests are used before and after vocational instruction. Typical test items include multiple choice, true-false, matching and completion.

A detailed description of checklists, rating scales and paper and pencil tests may be found in How to Evaluate Students in a CBVE Program identified in the Reference Section of the User's Manual.

Criterion-referenced testing tools are useful in assessing disadvantaged learners in three different types of vocational education situations. These situations include participation in (a) regular classroom instructional activities, (b) job and work samples and (c) actual work experience programs.

Different individuals may be involved in assessing the student in each of these situations. The vocational classroom teacher would generally assess the student in regular instructional activities that simulate actual jobs and working conditions. A vocational evaluation center coordinator or the vocational teacher may assess the student performing tasks that simulate an actual job or performing tasks that simulate various related jobs. The work experience coordinator or employer would likely assess the student on an actual job under realistic work and environmental conditions.

Criterion-referenced tests provide certain benefits. Selected benefits are as follows:

1. Student performance is measured in reference to specified individual and program outcomes.

2. Specific learner information having instructional value is obtained.

3. Test results can be easily interpreted by the vocational teacher.

4. Economic, social, cultural and academic characteristics of the vocational learner can be taken into account.

5. The tests can be administered as an ongoing part of the vocational program.

6. An unthreatening assessment environment is permitted by assessing the learner in familiar vocational education surroundings.

Although there are numerous benefits, one should also be aware of certain weaknesses.. Cautions of criterion-referenced testing include:

1. Results may not be accepted as determiners for disadvantaged program funding or support services.

2. Results might not be valid or reliable due to the dependence on teacher expertise in developing and interpreting the tests.

3. Scoring can be subjective.

4. Tests can be time consuming to construct, administer and interpret.

Norm-Referenced Tests

Any test which ranks the student against classmates or peers can be thought of as a norm-referenced test. Most commercial paper and pencil tests are norm-referenced. Such tests are useful in comparing a school, a class or a student with similar schools, classes or students.

The use of norm-referenced tests makes these assumptions:

1. Educational experiences of the student being assessed and the comparison group are similar.

2. The test accurately measures the content to be assessed (i.e., validity).

3. The test was administered to the local group in exactly the same way the test was administered to the norm group (i.e., in a standardized fashion).

4. Student performance on the test is typical of the performance on the test at other times (i.e., reliability).

Numerous types of norm-referenced tests are available. The most frequently used ones in the public school systems are:

(a) achievement tests,
(b) intelligence tests,
(c) interest inventories,
(d) manipulative skill tests,
(e) personality inventories and
(f) social maturity tests.

Norm-referenced tests provide the following benefits:

1. Student performance is measured in reference to large numbers of similar individuals (i.e., standardization).

2. The results are used to determine a student's eligibility for funding and special services.

3. The tests are generally quick, easy and inexpensive to administer.

4. Reliability is usually above the reliability for criterion-referenced tests.

5. Administration and interpretation is by trained experts.

6. The results are precise and quantitative.

Norm-referenced tests also have weaknesses. The cautions include:

1. The student might not be representative of the normative group of students on which the test was standardized.

2. Each student is compared to other students and not to previous individual performance and program objectives.

3. The test environment may be threatening to the student.

4. Group test results might not be reliable for disadvantaged learners.

5. The prediction of a student's behavior from these tests is usually low.

6. The teacher may not have benefit of diagnostic information that is derived from the test.

7. Results may not be specific enough to help the vocational teacher plan for the learner's needs.

Most norm-referenced tests in the public schools are administered to groups. Unfortunately, disadvantaged students may respond poorly while in a group situation.

Improved testing may occur by individually administering the norm-referenced tests. Benefits of individual administration include (a) the one-to-one relationship between the administrator and student, (b) a less threatening atmosphere and (c) an environment that may be modified in accordance with the student's needs.

Norm-referenced tests can assist diagnosis of a student's learning problems. However, the teacher should view the test with respect to possible limitations. A single score should be given little weight in the diagnosis process.

Furthermore, the vocational teacher should be sure that normative data for the test is representative of the disadvantaged population. If not representative, the standardization criteria will not be valid for disadvantaged learners.

Vocational Teacher's Role As Test Administrator

The vocational teacher will probably not administer many commercially produced, standardized tests that are norm-

referenced or criterion-referenced. Standardized tests are administered, scored and interpreted using a rigidly defined set of procedures. Examples of these tests are in Table 1.

Tests of a vocational nature such as interest inventories, vocational aptitude and manipulation tests may, however, be important factors in program planning and implementation. If the school system has a vocational evaluation unit, standardized tests may be administered there. The vocational teacher should become familiar with the proper interpretation of these test scores so that valid strengths and weaknesses can be identified for disadvantaged vocational learners.

Since the vocational teacher will be primarily involved in administering teacher constructed tests, guidelines for construction, administering and interpreting the tests are identified. Guidelines to consider are:

1. The format should be simple, concise and organized.

2. Items should reflect specific program objectives (i.e., competencies, conditions and standards).

3. Items should be sequentially arranged such as from less difficult to more difficult or follow the instructional process.

4. Scoring criteria should provide diagnostic information that is suitable for planning instruction.

5. A variety of testing techniques should be used.

6. The assessment environment should be unthreatening to the student.

While testing companies may spend much time and money in the construction of standardized tests, the products may not be any more appropriate than the tests that vocational teachers construct. In fact, the information gathered by teacher constructed tests often provides more meaningful results.

Table 1

Standardized Vocational Tests

Achievement
- Adult Basic Learning Examination
- Wide Range Achievement Test
- Sequential Test of Education Progress

Aptitude
- General Aptitude Test Battery
- Non-reading Aptitude Test Battery
- Flannigan Aptitude Classification Tests
- Differential Aptitude Tests
- Bennett Mechanical Comprehension Test
- Revised Minnesota Paper Form Board Test
- Minnesota Clerical Test
- McDonald Vocational Capacity Scale

Intelligence or General Learning Ability
- Slosson Intelligence Test
- Army General Classification Test
- Otis Quick-Scoring Mental Ability Test
- Peabody Picture Vocabulary
- Revised Beta
- Wechsler Adult Intelligence Scale
- Haptic Intelligence Scale
- Hiskey-Nebraska
- Vocational Intelligence Scale for the Adult Blind
- Raven Progressive Matrices
- Columbia Mental Maturity Scale
- Cooperative School and College Ability Tests
- Arthur Point Scale of Performance Tests

Interest
- Kuder General Interest Survey
- Ohio Vocational Interest Survey
- Strong Vocational Interest Blank
- Picture Interest Inventory
- Vocational Interest and Sophistication Assessment Survey
- Gordon Occupational Checklist
- AAMD Reading Force Vocational Interest Inventory
- Minnesota Importance Questionnaire
- Entry Level Job Listing
- Geist Interest Inventory
- Picture Interest Exploration Survey
- Self-Directed Search
- Singer/Graflex Pictorial Interest Screening
- Wide Range Interest Opinion Test

Performance Aptitude
- Crawford Small Parts Dexterity Test
- Pennsylvania BiManual Worksample
- Purdue Pegboard
- Minnesota Rate of Manipulation Test
- Hand-Tool Dexterity Test
- Stromberg Dexterity Test
- Lincoln-Oseretsky Motor Development Scale
- Minnesota Spatial Test
- Purdue Perceptual Motor Survey

Personality
- Mooney Problem Checklist
- Minnesota Multiphasic Personality Inventory
- Edwards Personal Preference Schedule
- Vineland Social Maturity Scale
- AAMD Behavior Adoptive Scales
- Adjustment Inventory
- California Psychological Inventory
- Career Maturity Inventory
- 16 Personality Test

Physical Screenings
- Manuometer (Strength)
- Audiometer (Hearing)
- Orthorater (Vision)

Reading
- Gates-MacGenitie
- Gray Oral Reading Test
- Stanford Diagnostic Reading Test
- Durrell-Sullivan Reading Capacity

Work Samples
- McCarron-Dial
- Jewish Employment and Vocational Service Work Sample System
- Singer Vocational Evaluation System
- The MicroTower System
- Valpar Component Work Sample Series
- Wide Range Employment Sample Test

Test Your Knowledge

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

Directions: Write your answer to each question in the space provided. Then compare your responses with the acceptable responses identified on the Answer Key. Each answer is worth one point with a total of 44 possible points. A score of at least 35 (80%) must be achieved. If 80% achievement is not obtained, review information for the questions having unacceptable answers until comprehension of the content is achieved.

1. Define the following assessment terms.

   a. diagnostic tests: _____

   _____

   _____

   _____

   b. criterion-referenced tests: _____

   _____

   _____

   _____

   c. norm-referenced tests: _____

   _____

   _____

   _____

2. What are three assumptions of criterion-referenced tests?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

3. Define the following criterion-referenced testing tools.

   a. checklist: _____

   _____

   _____

   b. rating scale: _____

   _____

   _____

c. paper and pencil test: _____

_____

_____

4. What are three types of vocational education situations in which disadvantaged learners may be assessed with criterion-referenced tests?

a. _____

b. _____

c. _____

5. List five benefits of criterion-referenced tests.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

6. List three cautions of criterion-referenced tests.

a. _____

_____

b. _____

_____

c. _____

_____

7. What are three assumptions of norm-referenced tests?

a. _____

_____

b. _____

_____

c. _____

_____

8. Identify five types of norm-referenced tests.

a. _____

b. _____

c. _____

d. _____

e. _____

9. List five benefits of norm-referenced tests.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

10. List five cautions of norm-referenced tests.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

11. Define standardized test.

_____

_____

_____

_____

12. Identify five guidelines that a vocational teacher should consider in constructing, administering and interpreting tests.

a. _____

b. _____

c. _____

d. _____

e. _____

Answer Key -- Test Your Knowledge

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

1. Assessment terms.
   a. Diagnostic tests: assessment tools that are used to determine a person's strengths and weaknesses including basic educational skills, personal characteristics and vocational competence.
   b. criterion-referenced tests: assessment tools in which the student's performance is compared to specific performance standards.
   c. norm-referenced tests: assessment tools in which the student's performance is compared to other students taking the test.

2. Assumptions of criterion-referenced tests.
   a. the level of performance selected as the criterion is the most appropriate level.
   b. the test accurately measures the content for which the test was designed or the test has validity.
   d. the way the students perform on the test is typical of performance on the test at other times or the test is reliable.

3. Criterion-referenced testing tools.
   a. checklist: an assessment tool in which the student's performance, typically of a procedure, is systematically observed and checked on specified criteria.
   b. rating scale: an assessment tool in which the student's performance as frequently exhibited through resulting products and services is systematically observed and rated on specified criteria.
   c. paper and pencil test: an assessment tool to evaluate the student's vocational knowledge in comparison to performance based standards.

4. Criterion-referenced testing situations.
   a. regular vocational classroom instructional activities
   b. job and work samples
   c. actual work or job experiences

5. Benefits of criterion-referenced tests.
   a. Student performance is compared to specified individual and program outcomes.
   b. Specific learner information having instructional value is obtained.
   c. Test results can be easily interpreted by the vocational teacher.
   d. Economic, social, cultural and academic characteristics of learner can be considered.

e. Testing can be an ongoing part of the vocational program.
f. An unthreatening assessment environment is permitted.

6. Cautions of criterion-referenced tests.

a. Results may not be accepted as determiners for disadvantaged program funding or support services.
b. Results might not be valid or reliable.
c. Scoring can be subjective.
d. Tests can be time consuming.

7. Assumptions of norm-referenced tests.

a. Student educational experiences are similar to those of the normative group.
b. The test has validity.
c. The test was administered in a standardized fashion.
d. The test has reliability.

8. Types of norm-referenced tests.

a. achievement
b. intelligence
c. interest
d. vocational aptitude
e. manipulative skill
f. personality
g. social maturity
h. others

9. Benefits of norm-referenced tests.

a. Student performance is compared to large numbers of similar individuals.
b. Results are used to determine a student's eligibility for funding and special services.
c. Tests are quick, easy and inexpensive to administer.
d. Reliability is usually above the reliability for criterion-referenced tests.
e. Administration and interpretation is by trained experts.
f. Results are precise and quantitative.

10. Cautions of norm-referenced tests.

a. The student might not be representative of the normative population.
b. Each student is not compared to individual performance and program objectives.
c. The test environment may be threatening to the student.
d. Group test results might not be reliable for disadvantaged learners.
e. Tests have low predictive value of student behavior.
f. Teacher might not have access to diagnostic information derived from the tests.
g. Results may lack specificity for instructional purposes.

11. A standardized test is a norm-referenced or criterion-referenced test that has a rigidly defined set of procedures for administering, scoring and interpreting the test.

12. Guidelines of test construction, administration and interpretation.

    a. Format should be simple, concise and organized.
    b. Items should reflect specific program objectives.
    c. Items should be sequentially arranged.
    d. Scoring criteria should provide diagnostic information.
    e. A variety of testing techniques should be used.
    f. The assessment environment should be unthreatening to the student.

Extended Information Section I

INFORMAL COLLECTION OF DISADVANTAGED LEARNER INFORMATION

The vocational teacher should attempt to gain a complete description of the disadvantaged learner. An improved understanding can be gained by gathering as much information about the student as possible.

For most vocational students, standardized assessment data and educational records already exist. Additional information can be gathered through the criterion-referenced and norm-referenced tests previously described. However, certain information about the learner may be only accessible through informal information gathering techniques.

Information collected in an informal manner can be used to: (a) supplement referral information, (b) verify characteristics rating scale data, (c) validate standardized assessment data and (d) aid planning of the instructional process.

Selected informal techniques for collecting information about disadvantaged learners are described in the following paragraphs.

Teacher Observation

In addition to using the criterion-referenced observation techniques, the vocational teacher may find the anecdotal record to be of benefit. The teacher writes an objective account usually of critical incidents of the student's behavior and performance. After maintaining this record for a period of time, the teacher analyzes the information for behavioral patterns and then draws conclusions.

Interview

This technique involves orally questioning individuals about the vocational learner. Specific planned questions may be asked about the student's self-image, goals, social relations, home environment, occupatonal interests, learning styles and learning preferences. Responses to these questions may then be used to personalize instruction for the learner.

Various persons may be interviewed to gather descriptive data about the disadvantaged learner. These individuals include the disadvantaged learner, parents and/or immediate family and peers in and out of school. Information may also be contributed by persons such as social workers, clergymen, physicians, psychologists, youth bureau workers and probation officers who provide services to the student or family. In addition, other teachers, administrators and resource school personnel may be helpful.

Interviews may be conducted on an informal conversation style basis or in a more structured format. In either situation, the vocational teacher should attempt to put the person at ease and assume confidentiality of the information.

This process can often be time consuming and costly. However, the interviewer may conduct the interview in person or by phone and ask questions to clarify the responses.

Questionnaire

A paper and pencil tool called a questionnaire may be used to assess the disadvantaged learner when an interview is not appropriate. Specifically planned questions may be asked and the questionnaire may be mailed or administered to several individuals simultaneously. However, sloppy writing, incomplete data and the lack of opportunity to clarify responses are disadvantages.

Educational Records Analysis

The teacher gathers and records data for this method from existing student records such as tests, cumulative files, observation records and work experience records. Information that should be identified is as follows:

1. Identifying Information: name, address, phone number, age, date of birth, parent/guardian names, number of siblings, sex, school, grade placement, ages of siblings and occupations of parents/guardian.

2. Physical History: health history including serious accidents or illnesses, diseases, pregnancy, muscular problems and medications; present health including energy and activity levels, eating and sleeping habits, drug or alcohol related problems and current treatments.

3. Psychological Information: intelligence scores including achievement, aptitude and perceptual motor; and personality scores including characteristic profiles and interest inventories.

4. Educational History: student's courses, grades and performance sheets; anecdotal records and observation comments; attendance records; teacher and on-the-job supervisor recommendations; reading and mathematics scores; and support service records.

5. Social and Personal Factors: interpersonal relationships such as cooperation, tactfulness, acceptance of responsibility and peer group acceptance; personal care, attitudes toward peers, family, and authority figures and general personal characteristics.

6. Work History: physical stamina, types of prior work experience, ability to follow directions and manipulate equipment, general coordination and work attitudes (e.g., punctuality, reliability, responsiveness to supervisors and coworkers and performance under stress).

Schools may have regulations regarding access to educational records and interviewing. The vocational teacher should know the school's policy on the use of all the student's records and procedures for interviewing. The school may require written permission from the parents before anyone can see the records. Also, the school's social worker or pupil personnel worker may be required to accompany the teacher on family and community interviews.

Each method previously described yields different information and/or verifies the information at hand. Utilizing each method allows the teacher to form a realistic picture of the "whole" student. The Case History Record that follows will assist you in collecting and recording specific disadvantaged learner information.

Interview Comments:

Date of Interview_____

Name of Interviewee_____

Represents (Check one): __Student __Family

__School __Community agency

New or Verifying Information:_____

_____

_____

_____

_____

Recommendation (Check one):

__Referral

__No Referral

Program Plan (Briefly state major goals resulting from case history information)_____

_____

_____

_____

_____

_____ _____

Signature of Teacher Date

Worksheet VII

CASE HISTORY RECORD

Directions: Complete each item by gathering information with the informal collection techniques. If no information is available for an item, insert N.A.

Identifying Information:

Student's Name_____

Address_____

_____

Phone Number_____Age_____

Date of Birth_____

Sex____School_____

Grade Placement____Program_____

Names of Parents or Guardians:

_____

Mother

_____

Father

Occupations of Parents:

_____

Mother

_____

Father

Number of Siblings at Home_____

Ages of Siblings_____

_____

_____

Physical History:

Previous Accidents or Illnesses

_____

_____

Present Health (i.e., eating, sleeping, energy and activity levels)

_____

_____

Current Medical Treatment (diagnosis, medication, limitations)

_____

_____

_____

_____

Psychological Information:

Intelligence Tests:

Name:_____Score:_____

_____ _____

Achievement Tests:

Math

Name:_____

Score:_____Date Administered____

Reading

Name_____

Score_____Date Administered____

Related Diagnostic Information (e.g., aptitude, perceptual motor, personality and interests).

Name	Findings	Admin. Date

Review of Cumulative Records:

Course Work_____

_____

Grades_____

Attendance_____

Anecdotal Record or Observation Comments and Recommendations_____

_____

_____

_____

Social and Personal Factors (Indicate a check (✓) if factor is present): __Poor Self-Concept

__Lacks Goals __Personality Defects

__Negative Attitude Towards Learning

__Unmotivated __Rebels Against Authority

__Anti-Social Behavior

Additional Comments_____

_____

_____

Work History:

Type of Previous and Current Work Experience

_____

_____

Vocational Strengths and Weaknesses (Indicate a check (✓) if factor is a problem.

__Academic __Motoric __Physical

__Personality __Social

Additional Comments_____

_____

_____

_____

_____

_____

Rate Your Performance

CASE HISTORY RECORD CHECKLIST

Directions: Rate the criteria listed below by placing a check (✓) in the appropriate column. All items must receive an acceptable rating. If an item is unacceptable, repeat any activities that are necessary to permit an acceptable rating.

	Acceptable	Unacceptable
1. One disadvantaged learner is described.	____	____
2. Information is recorded for each category.	____	____
3. Information is objective.	____	____
4. The observation technique is used.	____	____
5. The interview technique is used.	____	____
6. Existing educational records are analyzed.	____	____
7. The referral recommendation is based on the recorded information.	____	____
8. Major student goals are identified.	____	____
9. A program plan was based on the recorded information.	____	____